

## Giving a Better Meeting Presentation

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### GENERAL POINTERS RE ORAL PAPERS

1) When giving an oral paper you should ensure that the main idea of the sentence comes first so that the listeners do not have to hold the first non-specific clause in their heads without knowing the topic/reason for the statement. (See Examples on Sentences sheet)

#### *Work through Sentences Handout*

2) Your delivery should be at about 120 words/minute (BBC News on the Radio World Service is 100 wpm). This speed is important if you are not sure of EITHER the audience's ability in English OR their familiarity with the topic.

This means that if you truly want:

- your audience to hear and take in what you say
- to give your audience time for questions and discussion

you must limit your paper to about 2400 words AND NO MORE. Otherwise the audience will draw the conclusion that you do not care for their input.

3) Also you should *support* the listener with a Handout‡/OHTs/PowerPoint presentation\*. You would put unfamiliar Names and/or their Bibliography entries on an OHT or Handout, *in the order you will reach them* (rather than alphabetical). You would put these in NUMBERED ordered sections of your argument so that they accompany your delivery. I know this to be beneficial from feedback from a European friend who particularly likes a numbered handout corresponding to my subheadings/topics so that if she gets 'lost' she can catch up again; many non- native speakers recognise numbers more readily than letters for listing points. Also, you should open each new section, or every couple of paragraphs with a phrase such as:

- Taking that argument even further . . .
- Building on my fourth point . . .
- Looking at criticisms of this position we find that . . .

Please remember the times you have 'lost the place' in a lecture in the warmth of a drowsy afternoon and provide these helpful 'signposts' to your listeners. They will appreciate them, even if not fully realising what you have done . . .

\*For each of these, check on the *Print Preview* screen that you can read clearly what you have written; then it will be large enough AND uncrowded enough on screen for your audience to take in.

‡ Ask someone RELIABLE to give out handouts and to thrust them in the faces of latecomers (who will otherwise never notice them!)

## NOW SOME PARTICULAR POINTS

1) Developing a sense of how the reader/listener reads/hears your ideas and conclusions. This is largely answered above, but mainly depends on your power to engage the audience with your gaze, i.e. you must keep looking up and towards them (not stare fixedly at your notes). Then, you will be able to notice mystification of their faces and restlessness in their body language if they cannot follow you (or your handout) or if you are too quiet. Just ask them to wave the handout at you if they cannot hear!.

Experience of this comes from teaching classes and shows by your putting in verbal links like:

- Moving now to my *third* point
  - Considering the *opposing* argument we find that ...
- and so on.

2) Knowing how much the speaker can assume from the audience. Presenters in the Germanic tradition usually spend about 3/4 or MORE of their papers on what many senior scholars have said on their topic and only a TINY fraction of their time on what THEY have researched and concluded. This is their way of solving this query, but it's not very interesting to the listener.

I believe that you should *briefly* outline the work you are developing from or in contestation with (using the Harvard system of names and bibliographic detail), but, to my mind (and take others' opinions on this too), this should not be more than HALF of what you deliver and could be less, say a quarter to a third, especially if what *you* have to say is a) interesting, and b) answers the 'So what?' question, i.e. *Why should the audience want to spend 22 minutes of their day listening to the paper? What new insight does it give? or What new question does it pose? (and so on –you should be sure that you have at least addresses, if not answered, one of such questions).*

AS YOU READ OVER YOUR FINAL DRAFT, ASK YOURSELF THE FOLLOWING 'DIFFICULT' SOCRATIC QUESTIONS:

Can you explain that further?

What do you mean by that?

Can you give an example of that?

Do you have evidence for saying that?

What would be the consequences of that?

Is there another point of view that merits a mention?

What might someone who disagreed with you say in response?

What are the differences between those views?

Is it possible to make up a conclusion from what you've said?

THEN THINK WHETHER YOU NEED TO USE SOME OF YOUR PRECIOUS WORD ALLOWANCE TO ADDRESS THEM TOO!

***Extract from***

**The QAA framework for higher education qualifications in  
England, Wales and Northern Ireland - January 2001**

*Masters degrees are awarded to students who have demonstrated:*

- i) a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;
- ii) a comprehensive understanding of techniques applicable to their own research or advanced scholarship;
- iii) originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;
- iv) conceptual understanding that enables the student:
  - to evaluate critically current research and advanced scholarship in the discipline; and
  - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

**Typically, holders of the qualification will be able to:**

- a) deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;
- b) demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;
- c) continue to advance their knowledge and understanding, and to develop new skills to a high level;

*and will have:*

- d) the qualities and transferable skills necessary for employment requiring:
  - the exercise of initiative and personal responsibility;
  - decision-making in complex and unpredictable situations; and
  - the independent learning ability required for continuing professional development.

## Giving a Better Presentation

1. Preparation
  - a. Content
    - i. Have something interesting to say that adds to the conversation in your discipline.
    - ii. Be succinct and concise!
      1. Don't rehearse a long history of scholarship!
      2. Don't include anything that doesn't support the central point of your argument.
    - iii. If you cannot summarize your argument in a sentence or two for your colleagues, you need to refine it.
    - iv. Use simple language - it will be easier for you to read and easier for your audience to understand.
    - v. Follow the old maxim of oral communication:  
"Tell them what you are going to say,  
say what you are going to say,  
tell them what you said."
  - b. Practice
    - i. Sounds silly, but read your paper aloud several times with a clock or watch to see how long it takes, revise it as necessary to fit it into the time you are allotted.
    - ii. Practice again, so you can be as relaxed and natural as possible in your delivery.
    - iii. Practice again with your colleagues, a significant other – or even a pet!
    - iv. Practice again....and again....
2. Presenting
  - a. Remember, this is an oral / aural communication, for the ear, not for the eye. Pauses and repetitions are clues to important indicators.
  - b. Be witty – an appropriate humorous comment where appropriate can ease the tension and keep your audience engaged.
3. Questions
  - a. Be prepared for the "obvious" questions.
  - b. If you don't know how to answer a question right away, delay! Ask the questioner to repeat the question and – if you still need more time – repeat it back to them.

In summary, be brief; be witty; be seated!

## SENTENCES AND WORDS

*AVOID THESE WORDS WHENEVER YOU CAN*

WORD	REASON TO AVOID
THE	Means 100%, the = absolute identity or equivalence, so it is 'safer' to use: some, many, most, almost all, of the 'whatever' it is you are writing about.
IT	Always say what the 'it' is by using: a noun (this practice/ process/ approach), noun phrase (doing this thoroughly), noun clause (whichever of those two outcomes actually occurs).
IS	Means 100%; is = absolute identity or equivalence, so it is 'safer' to use: seems to be, seems to me to imply, apparently presents, in my opinion gives, etc.
AS	Highly ambiguous because can mean: while, whenever, because, for, since, in order to, in order to avoid, <i>therefore</i> it is 'safer' to choose one of those wherever possible
JUST	Also ambiguous, because can mean: fair, legal, merely, solely, only and since some of these imply a criticism, while others merely describe without criticising, you should choose what you actually wish to say.
THIS	This what?, your reader asks in despair. This process/ practice/ experience/ event/ way of doing things/ approach/ methodology/ attitude of mind/ personal viewpoint/ etc.
NEEDS TO	Has so many meanings that it is unfair to leave your reader to guess your intention; choose instead which of the following more faithfully represents what you mean to say: must, is required to, would benefit from, is requested to, is intended to, ought to, should, will suffer without.
FEEL	Try to reserve 'feel' for matters of genuine 'feeling/s'; thus, matters of belief, judgement or opinion should be prefaced by phrases such as: in my opinion, I have come to the conclusion that, any careful reader would realise that, any reflective practitioner would decide to, a dedicated practitioner would always take care that, and so on

*ALWAYS INSERT 'THAT' WHERE IT AIDS THE CLARITY OF YOUR MEANING IN WRITTEN ENGLISH (NOT SO ESSENTIAL IN SPOKEN ENGLISH)*

1 x that	McKay (2005) said the idea was feasible.
	McKay (2005) said <b>THAT</b> the idea was feasible.
2 x that	It was evident Crawford (2003) had not explained his key point clearly so while McKay thought she was applying it appropriately, she was not
	It was evident <b>THAT</b> Crawford (2003) had not explained his key point clearly so while McKay thought <b>THAT</b> she was applying it appropriately, she was not
3 x that	If a researcher claimed the students were keen to tell him/her it was far too difficult a task, I would refer him/her back to them find out what part it was they found difficult.
	If a researcher claimed <b>THAT</b> the students were keen to tell him/her <b>THAT</b> it was far too difficult a task, I would refer him/her back to them find out what part it was <b>THAT</b> they found difficult

*RE-ARRANGE THE SENTENCES BELOW TO MAKE THEM MORE SUITABLE FOR ORAL AND WRITTEN DELIVERY. AT PRESENT THE LISTENER HAS TO WAIT TO THE VERY END TO HEAR WHAT THE SPEAKER IS TALKING ABOUT!*

i.e. re-write them so that the ideas come to the listeners' ears in the order they need to receive them for optimal understanding.

1) I would like you all to evaluate my key point, by considering its relevance to your daily lives, in particular how the speed at which you complete your work has been affected by the introduction of the new Health & Safety procedures.

2) In their work, the two Korean scholars were particularly prolific and through their use of an amazing range of innovative methodologies, caused the team to re-evaluate completely their own methods of categorising and storing blood test results.

## NOUNS

acceptability	declaration	independence
acceptance of	decoration	indication
access	deficiency	indicator
activities	definition	individual
admission	delegation	inferiority
advance	delight	influence
aftermath	dependence	information
airing of	derision	initiator
allegiance	detail	innocence
allocation	determination	instinct
allotted roles	devotee	instruction
alternative	dialogue	intention
ambition	differentiation	interaction
analysis	discretion	intercourse
antithesis	display	interface
anxiety	disposition	interpenetration
approval	disruption	interpretation
arrangements	distance	intervention
aspects	distinction	intimacy
aspirations	distress	introduction
assumption	distribution	investigation
attention	division	irritation
attraction	donor	judgment
attributes	emotion	kinds
authority	emphasis	knack
barrier	enquiry	lack
beliefs	equality	link
capacity	evaluation	list
characters	events	literature
circumstance	evidence	magnificence
clues	examples	maintenance
cluster	excellence	maltreatment
cohesion	experience	management
collection	explanation	manipulation
comments	extension	marketplace
commitment	extent	mask
community	extreme	material
complementarity	facilitation	meaning
concealment	failure	means
conceptions	favour	mechanisms
concepts	field	mediation
condition	focus	members
constraint	force	messages
construct	form	mirror
contemplation	fulfilment	mixed messages
continuity	function	mode
contrast	gathering	mood
control	giver	multiplicity
conviction	group	name
correspondence	guarantee	narrative
creation	harmony	nature
criterion	idea	negation
criteria (pl.)	identity	negotiation
custom	ideology	neutrality
damage	image	norms
data	importance	objective

objects	receipt	stringency
obligations	recipient	studies
occasions	recognition	successors
occurrences	recommendation	suggestion
offers	record	summary
opinion	recreation	supply
opportunities	redefinition	support
opposition	reduction	symbol
outsider	reflected glory	symbolism
overtones	reflection	tasks
ownership	refusal	test
participants	regard	threat
participation	rehearsals	tokens
parties	relationships	tone
perception	release	topic
performance	relegation	tradition
personnel	relief	transfer
perspective	remainder	transformation
persuasion	remedy	transmission
phenomenon	removal	treatment
phenomena (pl.)	repetition	trust
pledge	replacement	type
plethora	representation	understanding
portrait	repression	unease
pose	requirement	values
positions	resistance	vehicle
possibilities	respect	vitality
potency	response	vulnerability
potentially	responsibility	warning
power	responsible	wealth
precursor of	restraint	well-being
prelude	revelation	willingness
presentation of	revision	wisdom
preservation	rhetoric	
presupposition	ritual	
privacy	role	
privilege	sanction	
procedure	scrutiny	
process	section	
proclamation	security	
product	self-doubt	
production	self-interest	
progress	sentiments	
prohibition	side effect	
prominence	significance	
promotion	silence	
properties	similarity	
proposition	site of	
provision	situation	
proximity	solemnity	
public	solidarity	
punishment	spectators	
pursuit	spheres	
qualities	stability	
questions	standards	
range	standing	
rank	statements	
re-interpretation	status	
reaction	<i>status quo</i>	
reality	stimulus	
realm	strategy	

## VERBS

accentuate	emphasize	manage	release
accept	empower	mask	relegate
access	enable	means	relieve
accompany	endorse	mediate	remain
acquire	enhance	mirror	remedy
adapt to	enrich	modulate	remove
adopt	ensue	multiplies	render
advance	ensure	name	repeat
affect (alter)	evaluate	narrates	replace
affirm	examine	negate	represent
alert	exchange	negotiate	repress
allowing	exclude	objects	require
alter	execute	offers	resist
alternate	expect	opine	respect
apply	explain	opposes	respond
arise	expose	outline	restrain
arrange	express	overwhelm	sanction
attracts	explicitly	own	secure
attributes	extensively	perceive	soften
authenticate	extremely	perform	standardize
authorize	facilitate	permit	strengthen
believe	favour	persuade	suggest
carry out	<b>feel (AVOID</b>	pervade	summarize
cause	<b>IF POSSIBLE,</b>	pledge	supply
celebrate	<b>USE BELIEVE)</b>	points out	support
censure	flaunt	portray	sustain
collect	focuses	pose	test
communicating	follow	preserve	threaten
comprise	forbid	presuppose	transfer
conceal	force	prevail	transform
conceive	form	privilege	transmit
condemn	fulfil	process	treats
confers	gather	proclaim	undergo
confine	guarantee	progress	underlie
conform	handle	prohibits	underscore
contrast	harmonize	promote	validate
contrive	identify	propose	widen
control	immerse	provide	
convey	imply (what	publish	
convince	writer does)	pursue	
correspond	infer (what	qualify	
create	reader does)	question	
deceive	indicates	range	
declare	inform	rank	
define	influence	re-interpret	
delegate	inspire	react	
deny	interact	recommend	
depend on	interface	record	
depict	interpose	redefine	
determine	interpret	reduce	
disclose	intervene	reflect	
discuss	investigate	refuse	
disguise	lack	regard	
divide	link	register	
effected (did)	list	reinforce	
effects (does)	maintain	relate	

## ADJECTIVES (EVALUATIVE ONES IN ITALICS)

<i>abhorrent</i>	<i>determined</i>	<i>introductory</i>	proposed
academic	<i>disguised</i>	<i>invalid</i>	provided
<i>accessible</i>	<i>dispassionate</i>	<i>invisible</i>	<i>public</i>
accompanying	distanced	<i>involved</i>	<i>rare</i>
acting in the capacity of	<i>disturbed</i>	<i>irretrievable</i>	<i>recognisable</i>
actual	divorced	<i>irritating</i>	<i>recommended</i>
<i>adverse</i>	<i>dominant</i>	<i>judgmental</i>	recorded
aesthetic	<i>drastic</i>	local	<i>reduced</i>
<i>alert</i>	earmarked for	<i>logical</i>	reflected
alternate	<i>effective</i>	<i>low-ranking</i>	<i>regular</i>
alternative	<i>efficient</i>	<i>magnificent</i>	related
<i>ambiguous</i>	<i>elevated</i>	<i>mature</i>	released
applied	<i>élite</i>	mirrored	<i>relegated</i>
<i>approving</i>	<i>encyclopaedic</i>	miscellaneous	relieved
<i>archaic</i>	<i>essential</i>	<i>miserable</i>	remaining
asymmetric	<i>excellent</i>	multi-faceted	removed
<i>attractive</i>	expected	multi-layered	rendered
attributed	<i>expensive</i>	<i>mundane</i>	repeated
<i>basic</i>	<i>experienced</i>	natural	replaced
<i>bold</i>	<i>expressive</i>	<i>neutral</i>	represented
<i>brash</i>	explicit	<i>notable</i>	<i>repressed</i>
<i>camouflaging</i>	<i>extensive</i>	<i>noticeable</i>	<i>required</i>
central	extra	<i>obligatory</i>	<i>resistant</i>
certain	<i>extreme</i>	<i>official</i>	<i>resisting</i>
changing	<i>faulty</i>	<i>opinionated</i>	<i>respectful</i>
chosen	<i>favoured</i>	<i>opportune</i>	<i>respecting</i>
complex	<i>favourite</i>	<i>opposing</i>	respective
<i>concealing</i>	<i>fertile</i>	<i>opposite</i>	<i>responsive</i>
conceived	<i>flexible</i>	<i>ordinary</i>	<i>restrained</i>
<i>condemned</i>	followed	<i>original</i>	<i>revealing</i>
confined	<i>forbidden</i>	outlined	<i>revised</i>
<i>conformist</i>	<i>forceful</i>	<i>outraged</i>	<i>rhetorical</i>
<i>conscious</i>	formulated	<i>overwhelming</i>	<i>sanctioned</i>
consequent	<i>frequent</i>	parallel	<i>secondary</i>
<i>constrained</i>	<i>fresh</i>	<i>particular</i>	<i>secure</i>
<i>controlling</i>	guided	perceived	<i>self-interested</i>
corresponding	identical	<i>personal</i>	<i>shabby</i>
<i>cosmetic</i>	<i>ill-regarded</i>	<i>persuasive</i>	signalled by
<i>credible</i>	<i>illicit</i>	<i>pervasive</i>	signifying
<i>critical</i>	<i>immodest</i>	physical	<i>silent</i>
<i>crucial</i>	<i>impeccable</i>	portrayed	<i>similar</i>
current	implicit	posed	<i>spontaneous</i>
<i>dangerous</i>	<i>important</i>	<i>possible</i>	<i>stimulating</i>
<i>decent</i>	<i>imposing</i>	<i>potent</i>	<i>strategic</i>
<i>declared</i>	<i>impotent</i>	<i>powerful</i>	<i>striking</i>
deepening	impregnated	<i>powerless</i>	subsequent
<i>deeply necessary</i>	<i>impressive</i>	<i>preserved</i>	<i>subtle</i>
<i>definite</i>	in-depth	<i>prevalent</i>	<i>successful</i>
<i>deflecting</i>	<i>inappropriate</i>	<i>primitive</i>	<i>superficial</i>
<i>delicate</i>	<i>increasing</i>	<i>private</i>	<i>superior</i>
delivered	<i>individual</i>	<i>privileged</i>	supernatural
<i>demanding</i>	<i>inferior</i>	processed	supplied
<i>demoted</i>	<i>infrequent</i>	<i>proclaimed</i>	<i>supporting</i>
<i>deprived</i>	inherent	<i>professional</i>	<i>supportive</i>
described	<i>innocent</i>	<i>progressive</i>	<i>symbolic</i>
<i>designing</i>	<i>intelligible</i>	<i>prohibited</i>	synonymous with
<i>desirable</i>	<i>intimate</i>	<i>prominent</i>	<i>traditional</i>
	<i>intriguing</i>	<i>promoted</i>	transferred

<i>transformed</i>	underlying	unstructured	<i>verbally adroit</i>
transmitted	<i>underscored</i>	used	<i>vital</i>
<i>typical</i>	<i>understated</i>	<i>useful</i>	<i>wide-ranging</i>
<i>unaccountable</i>	<i>undeserved</i>	<i>usual</i>	widening
<i>unanalysed</i>	<i>unequal</i>	<i>valid</i>	<i>willing</i>
<i>unattractive</i>	<i>unmerited</i>	various	wise
<i>unconscious</i>	<i>unpleasant</i>	verbal	

### ADVERBS (EVALUATIVE ONES IN ITALICS, SOME USEFUL AS SENTENCE OPENERS)

<i>accessibly</i>	<i>distinctively</i>	personally	<i>seemingly</i>
accordingly	<i>effectively</i>	<i>persuasively</i>	seldom
<i>admittedly</i>	<i>efficiently</i>	<i>pervasively</i>	<i>seriously</i>
alternatively	<i>effortlessly</i>	physically	<i>silently</i>
<i>assertively</i>	generally	possibly	similarly
<i>beautifully</i>	<i>generously</i>	<i>powerfully</i>	<i>strikingly</i>
<i>bleakly</i>	<i>greatly</i>	<i>professionally</i>	<i>superficially</i>
<i>bluntly</i>	<i>happily</i>	<i>progressively</i>	<i>symbolically</i>
<i>brilliantly</i>	<i>heavily</i>	<i>prohibitively</i>	<i>tendentiously</i>
<i>brutally</i>	<i>inappropriately</i>	<i>prominently</i>	<i>thanklessly</i>
certainly	<i>irretrievably</i>	<i>provisionally</i>	<i>thoughtfully</i>
<i>completely</i>	<i>irritatingly</i>	<i>quickly</i>	<i>thoughtlessly</i>
<i>complicitly</i>	<i>judgmentally</i>	<i>rarely</i>	<i>undoubtedly</i>
conceivably	merely	<i>recently</i>	<i>unfortunately</i>
<i>continually</i>	<i>mutely</i>	<i>recognisably</i>	<i>uniquely</i>
<i>cruelly</i>	<i>necessarily</i>	<i>regularly</i>	<i>variously</i>
currently	<i>non-aggressively</i>	<i>respectfully</i>	verbally
<i>daringly</i>	<i>notably</i>	respectively	<i>vitaly</i>
<i>deceitfully</i>	<i>noticeably</i>	<i>responsively</i>	<i>well</i>
<i>deceptively</i>	<i>obviously</i>	<i>richly</i>	<i>willingly</i>
<i>decently</i>	<i>ordinarily</i>	<i>scholarly</i>	<i>wisely</i>
differently	<i>particularly</i>	<i>secondarily</i>	
<i>disappointingly</i>	<i>perfunctorily</i>	<i>securely</i>	

### PHRASES (EVALUATIVE ONES IN ITALICS)

<i>as a result</i>	<i>highly regarded</i>	through the medium of
associated with	in a different vein	<i>to some extent</i>
<i>at the mercy of</i>	in general	<i>to whatever degree</i>
bond between	<i>in no one's interest</i>	under the aegis of
building on	in the bulk of	under the umbrella of
<i>by corollary</i>	<i>in the main</i>	using a somewhat different
<i>by means of</i>	indicates the outcome (etc.)	approach
<i>by reason of</i>	<i>lack of certainty</i>	<i>In my judgment</i>
<i>by virtue of</i>	<i>lack of pretension</i>	<i>In my opinion</i>
<i>cannot be bettered</i>	<i>made plain (etc.)</i>	<i>As a result of serious</i>
<i>close interest in</i>	<i>make public</i>	<i>reflection I find</i>
<i>closeness to</i>	make reference to	<i>From a comparison of</i>
<i>common features</i>	<i>making good</i>	<i>these it seems clear</i>
<i>cover up</i>	<i>marks out clear boundaries</i>	<i>that</i>
deals with	<i>oiling the wheels of</i>	<i>Only a careless reader</i>
<i>double thinking</i>	operate through	<i>would suppose that</i>
<i>driving force</i>	<i>raises some of the same</i>	<i>A person committed to</i>
earmarked for	<i>issues</i>	<i>student's (etc.) success</i>
<i>extends the scope of</i>	<i>refrain from</i>	<i>would conclude</i>
<i>for their own ends</i>	<i>results from</i>	
former ... latter	<i>sharper evaluation</i>	... and so on
<i>highlights the fact</i>	<i>silent in face of</i>	

## The framework for higher education qualifications in England, Wales and Northern Ireland (QAA 2001)

### Descriptor for a qualification at Masters (M) level: Masters degree

*Masters degrees are awarded to students who have demonstrated:*

i a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;

ii a comprehensive understanding of techniques applicable to their own research or advanced scholarship;

iii originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;

iv conceptual understanding that enables the student:

\* to evaluate critically current research and advanced scholarship in the discipline;  
and

\* to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

*Typically, holders of the qualification will be able to:*

a deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;

b demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;

c continue to advance their knowledge and understanding, and to develop new skills to a high level;

*and will have:*

d the qualities and transferable skills necessary for employment requiring:

- \* the exercise of initiative and personal responsibility;
- \* decision-making in complex and unpredictable situations; and
- \* the independent learning ability required for continuing professional development.

## Edge Hill University Masters Level Work

### Summary descriptor:

Learning accredited at this level will display mastery of a complex and specialised area of knowledge and skills, employing advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for related decision making including use of supervision.

### Operational contexts:

1. Complex, unpredictable and normally specialised contexts demanding innovative work which may involve exploring the current limits of knowledge
2. Autonomy within bounds of professional practice. High levels of responsibility for self, possibly others
3. Awareness of ethical dilemmas likely to arise in research and professional practice. An ability to formulate solutions in dialogue with peers, clients and others.

### Cognitive descriptors:

4. The learner has great depth of knowledge in a complex and specialised area and/or across specialised or applied areas. S/he may be working at the current limits of theoretical and/or research understanding
5. The learner can deal with complexity, lacunae and/or contradictions in the knowledge base and make confident selection of tools for the job
6. The learner can autonomously synthesise information/ ideas and create responses to problems that expand or redefine existing knowledge and/or develop new approaches in new situations
7. The learner can independently evaluate/ argue alternative approaches and accurately assess/ report on own/ others work with justification.

### Other transferable skills descriptors:

8. The learner has technical mastery of a skill, performing smoothly and efficiently. Able to plan strategies and tactics and adapt effectively to unusual and unexpected situations
9. The learner engages with a critical community; reflecting habitually on own/ others' practice in order to improve own/ others' action
10. The learner is autonomous in study/ use of resources; makes professional use of others in support of self-directed learning
11. The learner can isolate, assess and resolve problems of all degrees of predictability in an autonomous manner
12. The learner can engage in full professional and academic communication with others in their field
13. The learner can work with and within a group towards defined outcomes and can take a role as recognised leader or consultant. Has ability to negotiate and handle conflict. Can effectively motivate others.